

Subject: English Writing Year 4

What are the aims and intentions:

That all the children:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Previous links :

- Phonics
- Spelling
- Sentence structure
- Writing process
- Presentation
- Handwriting
- Vocabulary , punctuation and grammar

Unit	Autumn	Spring	Summer
VPG	<p>Uses fronted <u>adverbials</u></p> <p>Uses apostrophes for singular and plural possession</p> <p>Understands the grammatical difference between plural and possessive -s</p> <p>Uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p>	<p>Becomes increasingly aware of subordinate clauses and experiments with their position in sentences</p> <p>Uses commas to demarcate fronted adverbials</p> <p>Uses Standard English when writing to ensure grammatical accuracy (<i>I seen / I saw</i>)</p> <p>Uses vocabulary which is appropriate to task, audience and purpose</p>	<p>Uses subordinate clauses and fronted adverbials which are correctly punctuated using commas</p> <p>Punctuates direct speech correctly, using commas after reporting clause and new speaker, new line</p> <p>Identifies parts of speech (now including <u>possessive pronouns</u> and <u>determiners</u>)</p> <p>Writes with grammatical accuracy</p> <p>Uses a varied and rich vocabulary and a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)</p>
Writing process	<p>Uses appropriate choice of <u>pronoun</u>/noun within and across sentences to aid cohesion</p> <p>Proof reads for spelling, grammar and punctuation errors and self-corrects as the writing develops</p>	<p>Attempts to make simple links between paragraphs</p> <p>Plans effectively for a range of writing</p> <p>Decisions about writing are based on awareness of audience and purpose</p>	<p>Creates settings, characters and plot in narratives</p> <p>Writes non-narratives using appropriate organisational devices</p> <p>Organises paragraphs around a theme</p>

		Proposes changes to grammar and vocabulary to improve consistency Reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear	Discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar Assesses the effectiveness of their own and others' writing and suggests improvements
Spelling	Spelling further homophones and near homophones Spelling words using suffixes: <i>-ly, -ation, -ous</i> Spelling words with endings sounding /shun/: <i>-tion, -sion, -ssion, -cian</i> Spelling words with endings sounding /shun/: <i>-tion, -sion, -ssion, -cian</i>	Spelling words with the /k/ sound spelt <i>ch</i> (Greek in origin) Spelling words with the /sh/ sound spelt <i>ch</i> (mostly French in origin) Spelling words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin) Spelling words with the /s/ sound spelt <i>sc</i> (Latin in origin)	Spelling possessive apostrophes with irregular plurals Spell words from the National Curriculum word list for Years 3 and 4 Use the first 2 or 3 letters of a word to check its spelling in a dictionary
Handwriting	Writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch) Increase the legibility, consistency and quality of their handwriting	Writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch) Increase the legibility, consistency and quality of their handwriting	Writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch) Increase the legibility, consistency and quality of their handwriting
Key vocabulary	Pronoun Determiner Possessive pronoun Adverbial Fronted adverbial	Communication skills Organisational skills Research skills Editing Stamina	
Capital Cultural	Life long learning skills are learnt in Year 4 to take the children on his their learning for the rest of their life. Further learning in spelling, vocabulary, grammar, handwriting and composition will support the children in all areas of the curriculum. Visits from authors, illustrators. World Book Day, Story Telling Week, communication skills, team work, supporting their peers with assessing writing, Visits to the library.		

